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ABSTRACT

This newsletter is an information exchange effort on the part of the Futures Information Center being established at the University of Massachusetts. Typical issues will contain information on innovative lesson plans, ideas, materials, project descriptions, or other facets which are being implemented at various levels and schools on the topic of futures. Announcements and discussions of books and materials, and workshops which were brought to the Center's attention, are included. This issue presents two special feature sections. The first describes a group learning exercise introduced to a graduate seminar in futurism in which a hypothetical commercial drug company announces a new drug that, when injected, gives the user a perfect recall of all that he/she has experienced during the three hour period that the drug is active. Assignments are included which focus on critical thinking skills in writing and discussion. The second feature section offers (in several pages) a framework of a futures curriculum from a New Jersey high school. The framework provides an overview, unit outline, and classroom activity section. Those interested in receiving the free newsletter should get on the mailing list. (SJM)

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In the past, we have heen continually faced with the future. But this confrontation with the future has now assumed a quite different character. Our today is different from any today before it. Different in that the future will no longer be so continuous or familiar, but will be an entirely new age with new challenges of much greater proportions, rooted in structures of a totally different kind.

Our task is to open the future; to increase each individual's adaptability by helping him/her discern the pattern of future events and to respond to the unknown by developing a capacity for self-renewal.

The future will fulfill many of our present aspirations.

The future is where we will live our lives.

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The Futures Information Interchange newsletter is a part of the Futures Information Resource Center being established here at the University of Massachusetts. The key idea in the above sentence is 'information interchange'. The newsletter can only function to its fullest potential with your participation. We are asking directly for two modes of involvement:

1/ send us any lesson plans, ideas, project descriptions, or whatever, that you have used or are familiar with. We will pass along this information in each issue.

2/ The Future Studies Teacher Preparation Program here at the University has the only pre-service program in the United States that offers full state certification in Future Studies. We would like to offer our student interns a broader geographic opportunity for their internship experiences. We need either sponsoring teachers of school systems to realize this goal.

The network of cooperating individuals that is derived from this and other involvements with educational futures work will serve to build

and strengthen the Consortium for Futures in Education, a growing organization of educators interested in developing ideas, materials, and environments for and about the future.

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"It's a poor sort of memory that works only backwards,"

- the White Queen
Alice in Wonderland

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We have been receiving requests concerning books and materials in the area of future studies. We expect publication of Billy Rojas' Future Studies Bibliography by May. Requests should be addressed to

Future Studies Program
School of Education
University of Massachusetts
Amherst, Mass. 01002

The cost has not yet been determined, but orders are being accepted.

Gateway Regional School in Huntington, Massachusetts experienced its first organized look into the future for an entire week in March. With the direction of Vince Lindstrom, the recource coordinator, the school (and other invited schools) moved ahead in time and space.

NASA and their travelling road show -- complete with a moonrock and an armed guard -- presented one aspect of the future.

The film 2001: A Space Odyessy was shown Monday morning to grades 7-12. The film helped the students make the transition from past-present to the future. Intense controversey concerning the ending of the film served to generate further discussion and activity. And generally helped to set the stage for the rest of the week.

The film Future Shock was also shown later in the week. Overall, the film is useful if viewed as one possible alternative future, not

the future. There is a scene of a homosexual wedding that must be handled with a strong sensitivity and understanding about human relationships. In fact, more discussion came from the idea of 'test-tube babies' presented in the film. The kids were quite upset about it.

Four of us from the graduate Futures Studies Program held workshops on work-lifestyles, the future of the city, science and society, science fiction literature, and ended up talking about everything imaginable. You can get more information by writing to:

Vince Lindstrom
Coordinator
Gateway Regional School
Huntington, Massachusetts

Group Learning Excercise

It is announced by a commercial drug company that a drug has been synthesized which when ingested gives the user a perfect recall of all that he or she has experienced in the 3 hour period that the drug is active.

The drug (pill) can be taken 1 per week because of some undesireable side affects and will cost $30/dose.

A further announcement concerns the development of an ancillary drug that counteracts the side effects of the first, enabling that first drug to be taken once per day. It will cost $50/dose. ***All that is experienced during the 3 hour sessions is recallable, including happenings in the emotional, sensory and intellectual centers of the mind/brain.

Assignment 1

Several written pages on how this drug will affect our society in terms of education, work, leisure, economics -- economics of race and

class, politics, etc., to be presented at the next meeting.

Assignment 2

Written continuation of the first assignment, with the emphasis on any new ideas or perspectives gained from the discussion. Write about the group as a diverse societal model examining how the group decided or couldn't decide on the issues raised and about the process of the discussion.

Also, imagine each member of the goup is a member of a government commission that has been established to investigate the benefits or problems of the drug and to make recommendations about its use. Especially important are the considerations about its possible abuse and questions of law and distribution.

> This exercise provides, among other things, a chance to consider our present drug situation and the ways that our attempts to deal with drug use and abuse within the educational and legal-political structures have been successful or unsuccessful. This a a good example of an absence of a future-orientation. Our drug education programs came after the fact. With the expectation of new and more powerful consciousness-altering drugs, what can we do now to prepare for their arrival?

This exercise was introduced to a graduate seminar in educational futuristics. I adapted it for a 6th grade half hour workshop-discussion during my visit to the Gatway School. The kids came up with nearly all the ideas and issues that we graduate students discussed. It was an exciting session.

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The following several pages are one school's attempt to organize a futures curriculum. Further questions should be directed to:

Jack J. Hontz
Humanities Department
Newton High School
Ryerson Avenue
Newton, New Jersey 07860

NEWTON HIGH SCHOOL
44 Ryerson Avenue
Newton, New Jersey 07860

HUMANITIES PROGRAM

Course: Futuristics

Overview

This course addresses the need to provide experiences for students in Fututistics -- a framework designed to prepare students for adaptation to change. We are told that very shortly, studying about the future may be regarded as survival training in our school -- to help youngsters learn how to cope with the mind-reeling changes they will live with tomorrow. Perhaps the main purpose of exposing students to a study of Futuristics is to hurl the participant's though process beyond today into tomorrow and in so doing enable one to anticipate the consequences of tomorrow, to render realistic apprasials of the future, to help pattern change and, ultimately, to provide for the sensitization and humanization of future man.

General Unit Outline

1. Work and Leisure
2. Man and Machine
3. Communication
4. Transience
5. Population
6. Mind Control
7. Man Rendering God's Decisions
8. Exploration of the Futuristics in Any Area of Choice

1. Work and Leisure

a. Consider:

1. Philosophical changes concerning old and emerging attitudes toward work.

a. Martin Luter: work is good

b. Professor Robert Havighurst's theories on work and play

2. Shorter work week, longer vacations and early retirement.

a. unions and industry

b. senior citizens

3. Worthy use of leisure time.

a. role of the arts

b. role of sports

B. Materials:

1. Book: You, Your Job -- and Change, by Green, Marshall, Young and Young.

2. Notes: Lecture by Robert Havighurst, University of Chicago

3. Film: Leisure 2000

2. Man and Machine

a. Consider:

1. The machine psychology and affect of assembly line on the worker.

2. The role of the computer now and the future.

3. The robot of the future.

b. Materials:

1. Report of the Edward Kennedy Senate Committee

2. Newspaper and magazine articles

3. Book: Future Shock by Alvin Toffler

The classroom activities 7,8,9, and the simulations are the latest parts of a continuting series of ideas for you to try out. Let us know what you think of them and what you did with them.

The next issue will present some information about science fiction literature and its importance in teaching and thinking about the future. Also some book reviews.

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Beware of Herman Kahn and things that go bump in the night.

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We have in stock a selection of good used and new used futures. Rentals by the day or by the pound.

Would you buy a used future from this man?

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from the editors-

Mark Cherniack
Allan Peakes

4. Cassetts: Management by Machine
The Corporation in 1985
Corporations in Tomorrow's Society

3. Communication

a. Consider

An exploration of the various methods of human communication that lies in the future.

1. Language (verbal) communication -- "new speak"

2. Visual communication -- "A picture is worth 1000 words."

3. The "written" word versus the picture.

4. "Thought" communication -- projected research in ESP.

5. Telephones of the future.

b. Materials:

1. Speakers: New Jersey Bell Telephone service

2. Newspaper and journal articles

3. Books: 1984
Clockwork Orange

4. Transience

a. Consider

Man and his relationships with places, things and his fellow man.

1. The "throw away" world of things.

2. The "rental" revolution.

3. The "fad" world.

4. "Hurry up" friends.

5. The movable society.

6. The replacement of bureaucracy.

B. Materials:

1. Book: Future Shock by Alvin Toffler

4. Newspaper and magazine articles.

5. Population

a. Consider

1. Statistics of actual population figures projected into the future.

2. Areas of greatest population growth in the world.

3. Statistics comparing population density and famine.

4. Various birth control devices.

5. Efforts made in dissemination of birth control information.

6. Pros and cons of birth control.

7. Problem of what to do with the aged and handicapped.

b. Materials:

1. Newspaper and magazine articles: American Can and Should Live Longer, Time, July 10, 1972.

2. Films: People by Billions
Dust to Dust

3. Cassett: Famine and Population Control

4. Project: Debate on the birth control topic.

6. Mind Control

a. Consider:

1. Mind control via "brainwashing." An examination of various methods now employed and predictions of future methods of psychological influence.

2. Mind control via mechanical means. The introduction into the brain of electronic circuit devices that could guide or govern thought processes.

b. Materials:

1. Books : 1984 by George Orwell
Clockwork Orange by A. Burgess
The Omega Man
Walden II
Brave New World

2. Films: 1984
Clockwork Orange

3. Cassette: The Universe in 1984

7. Man Rendering God's Decisions

a. Consider:

Science marches on, fast and furiously, but all too often our ability to handle our new-found powers does not keep pace.

1. Genetic Engineering

Our knowledge of how human heredity is determined and how it may be controlled in the future has recently been growing by leaps and bounds.

a. For many parents we can now predict with considerable accuracy what their chances are to have a child with one of a large number of defects.

b. The chemical manipulation of human genes is now a distinct possibility.

2. Organ Transplants

a. What about the "deep freeze?"

b. Who is to get the precious "spare part?"

c. Will we be able to grow new organs in a test tube?

d. How about manufacturing "spare parts?"

3. When is a Human Dead?

a. Legal decisions -- laws must be updated.

b. Does man have a right to decide the time of his death?

c. Who makes the decision to turn the machine off?

B. Materials

1. Books: Come Let Us Play God by Leroy Augenstein
Future Shock by Alvin Toffler
Situation Ethics

2. Cassette: Moral Conflicts in Medicine

3. Magazines: Grave New World, Saturday Review, April 8, 1972
Genetic Engineering, Saturday Review, Aug. 5, 1972.
Should Man Control His Own Genetics?, Issues Today
Freeze to Live? -- Read

4. Newspaper Articles: Senate Hearings Open on Dignity and Death
Herald Tribune (Paris Edition) August 9, 1972.

8. Exploration of the Futuristics in Any Area of Choice

a. Consider:

The student may choose any area for a projection of that area into the future. Areas mught be explored:

1. transportation
2. the city
3. art
4. music
5. sports
6. prisons
7. aged
8. government
9. education
10. space exploration

b. Materials:

1. Books: Future Shock by Alvin Toffler
Come Let Us Play God by Leroy Augenstein
Psychology and You by Sol Gordon by Ewen
Walden II

2. Films: Future Shock
New Architect In Town

3. Cassettes: The Two Cultures of C. P. Snow
The Universe in 1984
2000 AD
Focus on Robert Jastrow

Classroom Activity VII

Ask the students what their parents let them do now that they could not do before. Ask them what they would like to do tomorrow or at a later date. What has to happen for this to occur?

Choose:

a. Two children to act like parents today (Mother and Father.)

b. Two children to be children today

Ask the parents to do something and make decisions about or with the children. Discuss and Conclude.

c. Have the children who played children now become parents of tomorrow

d. Choose two new children (Not the original parents, part a.)

Discuss:

1. Behavior similarities and differences

2. Why the change and/or the differences

Classroom Activity VIII

Have the students study maps of a specific area. Maps of the past and present should be included. The areas of study are left to the descretion of the teacher and/or students -- they may include the town in which the school is located, or perhaps world maps. (Hint- those of Europe show the most change.)

Discuss with the students the notion of change and growth and whatever reasons they may have for it. Have the students draw maps as to how their town might look in the future.

Another possibility with this would be to obtain pictures of either the town square, business area, or the residential areas, and have the students draw future pictures of these areas.

Classroom Activity IX

Houses: Houses of the past, near past, present, and future.

Either by field trips, pictures, movies, or whatever, have the students see houses of the four above mentioned time line. Students could possibility draw them, or, if possible construct models of each.

Discuss: What shapes are the same in all cases?
What shapes are changing in each case?
What other similarities or differences do they notice?

Those that remain the same, we might expect to always remain the same. Those that are noticed to be changing will probably consistantly change.

Have the students tape stories about what would happen in each of the different situations. This could be done by either dividing the class or by doing four categories as a class.

Objectives:

1. Notion of change -- Beginning of the concept of change in society.
2. Idea of consistencies and variables which accompany change. (Constants and variables)

Simulations

1. Ask a child to decide on a new form of transportation in which he is particularly interested. He must go to the mayor of the city (another child) and try to convince him to support the new vehicle.

2. Discuss or design plans for the inside and outside of a new kind of vehicle -- for land, air, sea, or space. Try to get the children to think of what materials whould have to be used, what kind of fuel, etc. What would they need inside? What would they like? Would it be practicle according to available space?

3. Try to simulate the feeling of driving a particular future vehicle. Discuss conditions under which the vehicle would operate. Who could drive it? What would you need to know? What would you need to watch for? Where could you go? How many passengers could you carry? How would you feel in the driver's seat?

4. Discuss the feeling of increased or decreased gravitational pull. Find music that will help the children to feel very light, or heavy. Ask them to try to imagine how they would feel, get them to move around the room at their "new weight". Younger children may want to create a dance to express their feelings.

5. Girls may pretend to have jobs which are presently held by men, (pilot, astronaut, etc.) Discuss value changes and people's feelings towards this societal change.

6. Popcorn Factory: An artificial work experience (Elementary School Guidance and Counseling) March 1972, Volume 6, No. 3.

7. Act out different job roles to see how children perceive them, (doctor, nurse, executive, secretary, barber, factory worker, teacher).

8. Pretend you are an architect! Present a plan for school, home classroom, etc.

9. Plan underwater city and present reasons for living in it.